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ABSTRACT

Intended for adult education English-as-a-Second Language (ESL) teachers and administrators, this guide provides information for identifying appropriate testing instruments and integrating them into an overall testing and assessment program. Chapter 1 focuses on testing procedures and covers organization of the testing program, test selection, locally developed tests, initial placement (screening), achievement testing, diagnostic testing, and considerations for a good testing program. Chapter 2 provides general characteristics and recommendations for test use on the five types of tests that were selected for inclusion in the annotated list of ESL tests provided in chapter 3. Chapter 3 contains the annotations of ESL tests that are new, currently used, or recommended for use in an adult ESL program. Tests are divided into five categories: ESL aural/oral tests, ESL reading and literacy tests, ESL writing tests, ESL written grammar tests, and ESL multipurpose tests. For each test this information is provided: test name, description (purpose, content, procedure, target level of student), administration (method, materials needed, time, scoring), and sample questions. (YLB)

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Testing Instruments and Procedures for Adult English as a Second Language Programs

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TESTING INSTRUMENTS AND PROCEDURES FOR ADULT ENGLISH AS A SECOND LANGUAGE

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Testing Instruments and Procedures for Adult ESL was prepared as part of the ongoing staff development activities of the Illinois State-wide ESL/Adult Education Service Center.

The contents of this guide include practical suggestions relating to the set-up and ongoing development of placement, achievement and diagnostic testing at the adult level. Also included are annotations of selected ESL tests presently available.

We would like to mention that this publication may be duplicated in whole or in part, whenever such duplication is in the interest of bettering the education of adults, provided only that proper credit is given as to the source and authors.

We hope you find this guide beneficial to your local needs for the development of an ESL assessment program.

Dennis Terdy, Director
Jeffrey P. Bright, Consultant

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This Testing Instruments and Procedures for Adult English as a Second Language Guide was prepared for the Adult Education ESL teacher or administrator to suggest procedures and make recommendations to assist in developing or improving Adult ESL testing programs. Emphasis has been placed on providing PRACTICAL and USEFUL suggestions for the implementation of such programs. In addition, this Guide also provides a selected, annotated list of ESL tests which are new, currently used, or recommended for use in an Adult ESL program.

Testing Instruments and Procedures for Adult English as a Second Language is meant to provide clear, concise information for identifying appropriate testing instruments and integrating them into an overall testing and assessment program.

I. TESTING PROCEDURES

Testing and assessment within adult ESL programs can take on many forms. It can consist of a single oral placement test or even a battery of several tests. Given that many adult education ESL programs have open enrollment and often satellite locations, the testing/assessment task becomes more difficult. With these various limitations plus others, it is essential that the testing/assessment program be efficiently organized, expedient to implement, and produce USEFUL, practical information.

Consider that ESL testing is generally done for one or several of the following reasons.

- I. ESL instructional level placement (screening)
- II. Student progress and achievement
- III. Diagnostic (determine strengths and weaknesses)

A. ORGANIZATION OF TESTING PROGRAM

When considering the tests, and the arrangements to be made for setting up the entire intake/assessment - registration process, factors of time and efficiency must be considered. If an oral interview will take 15 minutes and is individually administered it will be rendered totally impractical to do on registration night. Group tests are obviously easier and more time efficient to administer, yet their results may not often be useful.

Some general guidelines to follow to deal more effectively with similar variables mentioned are:

1. Give short tests in more than one area (i.e. oral and grammar structure or oral and cloze)
2. Consider weighting some test scores more (oral may be more important)
3. Give intake/assessment at registration (shortened or adapted versions may be necessary)
4. Use registration time or established dates (several) for ESL testing. Phone registration, obviously, is not recommended.
5. Centralize and standardize intake and assessment as well as record keeping
6. Minimize extra use of class time for intake assessment by using aides or team teaching to prevent classtime loss. (In class diagnostic assessment as well as achievement, post testing may be necessary however)
7. Make sure you have scores on everyone. Don't de-emphasize the need to keep complete, accurate up-to-date information on everyone.
8. Keep the entire process simple and efficient in order to obtain necessary information
9. Interpret assessment data for local needs and levels (include satellite programs)

One of the greatest weaknesses in testing the limited English proficient student is not using or recording vital information for the maximum benefit of the program and student.

Obtaining background information on the student is extremely helpful. This might include:

1. Age
2. Formal schooling in first language (L_1)
3. Additional specialized training
4. Whether English was previously studied and if so, where and how long

In addition, including the previous information plus placement, achievement, and diagnostic information on a student profile sheet will make the entire assessment procedure USEFUL and efficient.

To make information USEFUL, standardization of the intake/assessment program is crucial.

B. SELECTING APPROPRIATE TESTS

Knowing that no ESL test exists for all purposes and considering the many reasons for testing, as well as skill areas to test, the local adult education program must consider which types (native or non-native) of tests and which skill areas (listening, speaking, reading, and writing) will satisfy not only funding agencies, but also best assist staff in the instruction of the limited English proficient student.

Characteristics of tests which should be considered when establishing the testing program are:

1. The time of administration
2. The appropriateness of the test to the local program (considering hours of class per week, class size and levels, enrollment patterns)
3. The method in which scores are expressed
4. The speed and ease of administration
5. Technical data availability and USEFULNESS
6. Whether it is a group or individually administered test

C. LOCALLY DEVELOPED TESTS

Often times a specific test which is commercially available is not satisfactory for the local ESL program assessment plan. Furthermore, it is desirable to adapt an existing test or develop a new one based on local program goals and/or materials.

Some general suggestions for developing an ESL test are provided below. Additional assistance is provided in the references cited at the end of this publication/guide.

- (a) Test items should be taken from the materials used in the classes.
- (b) Materials should be surveyed; a sampling of simple through complex items which are taken from the beginning, middle and end of each textbook should be included.
- (c) If students have been exposed to any learning situation which has utilized printed materials to reinforce oral work, students can answer, orally or in written form, questions they have read in addition to answering questions they have only heard.
- (d) Explicit instructions should be included for the test administrator and/or scorer. Such areas as materials needed to give the test, number of people needed to administer the test, time required to give the test, standards and criteria for scoring individual answers and the complete test, and a scoring key to place at an appropriate instructional level should be covered in the instructions. Other areas may also need to be included.
- (e) Finally, you may wish to base your placement test on a commercially developed test instrument. Comparable tests can be produced by following a basic format and adopting structure and vocabulary taken directly from the texts used in your program.

D. INITIAL PLACEMENT (SCREENING)

The first thing a program needs to determine in the initial screening process is whether or not the potential ESL student is "ready" to take a special placement test. How can we tell this? One way is to ask some common, general intake informational questions like:

- (a) What is your name?
- (b) Where are you from?
- (c) Is this your pen? Point to a special
 coat? object the candidate
 hat? has.
- (d) Is that man your husband? Point to any man in
 brother? the area.
 friend?
- (e) Where do you live or
 Where are you living now?*

If a student can answer in either written or oral form, depending on whether you plan to give an oral or written placement test, give him the placement test. If he cannot answer such simple questions, the student should be exempted from the test and placed at the first ESL level.

Remember it is inappropriate to give a test designed for native English speakers or for foreign born college students to ESL students until they have reached the intermediate level or until the results will have an impact on their placement outside the ESL program.

Two other ESL testing areas often overlooked are achievement testing and diagnostic testing.

E. ACHIEVEMENT TESTING

Achievement testing is a wise procedure to include in any testing program not only for funding purposes, but also to provide teacher, student and program feedback. There are two types of achievement testing, norm referenced and

criterion referenced. A norm referenced achievement test is one which provides reference data for appropriate groups of examinees. A criterion referenced achievement test, on the other hand, is one which evaluates individual performance in terms of knowledge of some predetermined criterion. In English as a Second Language testing, there are very few norm referenced achievement tests. Therefore, it appears more appropriate to select or develop a criterion referenced test to evaluate student achievement. The tests chosen or developed can be variations or adaptations of those listed in this Guide. The testing should be done on a pre-post test basis with caution being taken on not overtesting. The emphasis here should be on structuring the achievement testing program to provide practical, USEFUL results for not only instructional and programmatic improvement, but also valuable information on student language proficiency growth.

Generally, achievement or progress tests are used to measure what a student has learned. Therefore, the content of such tests should include WHAT IS TAUGHT IN THE CURRICULUM. To prepare an achievement test to measure this, consider the following steps:

1. Identify skill areas (listening, speaking, reading, and writing) taught.
2. Identify what vocabulary, structures, situations, and functions have been taught (and learned).
3. Select a sample of these to include in the tests.
4. Make sure they correspond with levels of the curriculum.

Remember that the achievement test derives from what has been taught (and presumably learned).

Sources for content of achievement tests include:

1. Exercise items from the test books - preferably adapted (similar language that was taught is testing in a different order, in a different context, or with different vocabulary.)
2. Items based on structures, vocabulary, lifskills and functions described in the curriculum guide.
3. Other tests that cover the same material.

E. ACHIEVEMENT TESTING (continued)

These tests can take the form of a written test with a number of test items on discrete grammar points or as a comprehensive, integrative test such as an oral interview or a written composition, which can reveal progress in more than one skill.

Remember, the purpose of achievement testing is to measure language proficiency based on the local ESL curriculum.

The previous information has provided some steps for developing an achievement testing program. Some adult ESL programs, however, are likely to face problems for the following reasons:

1. Lack of an established curriculum
2. Lack of definition of levels of proficiency
3. Lack of consistent definitions and placement for the levels of the program
4. Variety and range of student skills at each level, (e.g. level 2 having students who can read well but speak poorly and student who can not read but can speak fairly well.)

It is clear that some of these problems cannot be eliminated. Nevertheless, the key to achievement testing is to link what is taught and what is tested in the development of the achievement testing program.

F. DIAGNOSTIC TESTING

Diagnostic testing can be an invaluable tool for isolating critical areas of needs. Basically this testing is done to identify student individual skill weaknesses. Many of the tests in this Guide, with a few modifications, can provide this information. For example, the Cloze procedure can be applied to discrete grammatical elements (i.e. verbs, prepositions, etc.) to identify particular student weaknesses. (See p. 16 for Cloze Procedure).

The prescriptive/remedial response from the test's results can be used to assist in improving individual student weaknesses.

G. CONSIDERATIONS FOR A GOOD TESTING PROGRAM

Procedures for constructing good tests involve testing the tests for reliability and validity. A reliable test is one which accurately measures what it claims to be measuring. In other words, on a reliable test, there is a strong likelihood that a student would get the same score if given the test again. (Cohen p. 140).

A valid test is one that tests what it sets out to test. The sections above on "Locally Developed Tests" and "Achievement Testing" provide guidelines for preparing valid tests based on the curriculum being used.

Commercially-prepared tests for ESL are assumed to be reliable and valid for what they claim to test. Still, a local ESL program needs to consider two factors:

1. The meaning of test scores for that program's curriculum and levels.
2. The interpretation of those test score in terms of standardized ESL tests and reading scores.

Each program needs to correlate scores for the tests that it selects to its own curriculum and levels and to other tests so that other ESL programs and the ABE/GED program can understand what the scores mean.

Three ESL tests suitable for adult education have been correlated to standardized ESL tests for foreign college students and to a native speaker test of reading ability. The tests are:

1. Ilyin Oral Interview - (Newbury House)
2. Structure Tests in English Language (STEL) - (Newbury House)
3. English Placement Test 100-200-300 (EPT) - (available from the Service Center)

All three tests are carefully constructed. The correlations or equivalency scores were calculated by Donna Ilyin, author of the tests and counselor, Alemany Community College Center, San Francisco. The standardized tests include the Michigan Test of English Language Proficiency which itself yields scores that predict success of LEP students in English-language colleges and universities. The Reading for Understanding-RFU placement test (Science Research Associates) has also been correlated with Ilyin's tests so that ESL proficiency tests can be converted to grade level equivalencies in reading.

The correlations are as follows:**

LEVEL*	ADULT ESL TESTS ¹			COLLEGE ESL TEST	NATIVE SPEAKER TEST
	<u>Ilyin Oral Interview</u> (raw scores)	<u>STEL</u> 3 forms (raw scores)	<u>EPT</u> 2 forms (raw scores)	<u>Michigan Test</u> (equated scores)	<u>RFU</u> (grades)
100	0-24	<u>Bas. Form</u> 0-19	<u>A/B Form</u> 0-19		
200	25-39	20-29	20-29		
300	40-59	<u>Inter. Form</u> 0-19	30-39		2.9
400	60-74	20-29	<u>B/I Form</u> 0-19		3.6
500	75-100	<u>Adv. Form</u> 0-19	20-29	64	7.0
600		20-40	30-50		
End of 800				64	
End College Prep.				72	

*The six levels are taken from the San Francisco Community College District's course numbers for ESL in adult education. For example, courses 100 and 200 are instruction for beginning and high beginning adult ESL learners. College preparation levels of ESL follow the six levels of adult ESL in their program.

**From Donna Ilyin, "Placement --where?" unpublished paper presented at TESOL 1978 (Mexico City) and subsequent professional conferences. For more information contact the ESL Service Center.

Clearly, low adult ESL test scores do not correspond to any native speaker reading level equivalency and fall below the level of college ESL students. But these figures will help a local program to describe their students on any of these adult ESL tests in terms understandable to outsiders.

If a local ESL program uses tests other than those by Donna Ilyin, it is a simple matter to interpret those test scores in light of the scores on adult ESL tests in the table, and thereby with the standardized ESL and native speaker tests.

The procedure is:

1. Administer the regular tests and one of the Ilyin tests to the same group of students for the same purpose (placement, achievement, etc.).
2. Record double scores for each student and compile by levels.
3. Assuming that the scores on the local test are consistent or in a narrow range for the students in each level, determine the range of scores on the new test achieved by students in each level.
4. Find where those newly determined scores are on Table 1, and then note the Michigan or RFU scores.

The correlation that results will not necessarily conform to rigid statistical standards, but should be of sufficient practical value for the need of local programs.

It should be added that equated scores on the Michigan Test of English Language Proficiency determine readiness of foreign students for university study in an English speaking country. This type of data is useful for the transitioning ESL student for academic and possibly vocational programs.

II. TESTING GUIDE

For each test, the following information is provided: TEST NAME, DESCRIPTION (Purpose, Content, Procedure, Target level of student), ADMINISTRATION (Materials needed, Time, Scoring) and SAMPLE QUESTIONS. Note: Under Target, "beginning" means students who have some minimal English. Students who cannot answer the basic questions should not be tested.

The following information highlights each of the 5 sections of the selected tests noting the general characteristics of the tests identified and recommendations for their use. Furthermore, this Guide contains a select list of testing procedures and commercially available tests in the following categories:

- 1.0 ESL Aural/Oral Tests
- 2.0 ESL Reading And Literacy Tests
- 3.0 ESL Writing Tests
- 4.0 ESL Written Grammar Tests
- 5.0 ESL Multipurpose Tests

1.0 ESL ORAL/AURAL TESTS

A formal oral interview (see pages 10-12) can be administered to get a more meaningful quantitative score for the student.

Generally, these interviews are developed with controls over structure and solicited student response and are prepared with 3 to 5 levels of oral proficiency. The student who answers a minimal number of questions is permitted to go on to the next level until he/she is unable to satisfactorily complete the questioning for that level. The final score is reported in terms of the highest successful level of questioning completed.

These tests are usually individually administered and take between 10-15 minutes. They not only produce pre/post test information, but also can provide useful diagnostic information. If time permits, it is helpful to note and record weaknesses the student may have (ie pronunciation, structure, etc.) upon completion of the test. This is the information often lost then rediscovered during classroom instruction. • Also, taping the interview may be helpful.

Another method of obtaining an oral interview score is through the administration of the Peace Corp Language Proficiency Interview of the Foreign Service Institute (FSI). (See Page 12). An adapted, shortened version of this exam can be administered, quickly and efficiently and provide evaluation of student's performances in accent, vocabulary, fluency grammar and listening comprehension rated, then weighted on a five point scale.

Regardless of the test or procedure chosen, the standardization, meaningfulness of reported scores and their actual use in the assessment program are the important considerations.

2.0 ESL READING AND LITERACY TESTS

As mentioned in the introduction, tests for native speakers are not appropriate or USEFUL for second language learners until they reach the intermediate level or until their scores on these tests will have some meaning for placement or instructional material use. That is, until the test scores will have an impact on their pursuance of further ESL or English instruction.

The tests listed (see pages 13-18), are mostly / designed for native speakers of English. In addition, the Cloze procedure, quite commonly used with limited English proficient students in assessing readability of a selection as well as reading ability, can also be quite USEFUL (see page 16 of testing guide). This procedure is individually developed and the reported scores (percent or total correct) can be USEFUL as an overall reading placement/achievement score. (Correct synonym scoring as acceptable is recommended.) Note that the USEFULNESS of this reported score will only be determined in relation to the entire program population taking the Cloze Test.

Reading tests in ESL are virtually non-existent with the exception of tests available for the advanced student. This guide merely mentions some which are more commonly used. The reading tests for native English speakers listed here can be easily adapted for ESL students by reading aloud for the student; student oral reading is to be de-emphasized. Some of these tests can also be used for ESL literacy diagnoses and instruction.

When Testing For Literacy

The ESL program needs to know who its students are and have some procedures for determining the need for ESL literacy instruction. The procedures should be easy enough that they can be used as part of the registration procedure prior to administration of any structured oral placement test.

Primary information needed about a student is the number of years of schooling in the native country. This information should be obtained through use of a bilingual aide or a more advanced student of the same language background. Literacy (from schooling in the first language) means that the student will probably need little or no special ESL literacy instruction.

Simple at-registration screening for literacy can involve a) form filling (does student recognize name, address, city, phone?) b) basic phonics (can student recognize name, and date can she/he write same, mate, Sam, and cat?) c) other high fluency sight words (can student read "No Smoking" on sign in the hallway, the word "cigarettes" on the package, etc?). Record the answers to these questions on the back of the registration form and keep it in the student's file.

Other procedures and models for ESL literacy testing are on page 18. Some of the tests for Reading listed here, pp. 13-16 do contain sections on word-picture matching, decoding from print to speech, and reading for word meaning specifically opposites. These procedures are for high ESL literacy learners, not for those who cannot copy.

3.0 ESL WRITING TESTS

Often overlooked as part of the testing program, writing tests or writing samples can provide valuable information in one skill area to determine a student's overall language proficiency. Included in this testing listing (see pages 19-20) is one commercially available test of ESL writing and a procedure for evaluating writing samples.

The process of obtaining a writing sample can be done as follows:

1. Allow students from the beginning level (not 0 level) and above to see a picture or visual stimulus of some kind.
2. Ask students to describe the stimulus in 25 minutes writing as much as they possibly can during this time.

The evaluation procedure (see page 20) will elicit a score that can be used as part of the total assessment program. Furthermore, the writing sample can be filed and remain a part of the student's permanent record. This information can be later recalled by the classroom instructor for instructional purposes.

A final writing sample can be administered as a post test to provide achievement as well as future placement data as well.

Often overlooked, the writing test may provide much needed information for placement as well as student writing skill progress.

4.0 ESL WRITTEN GRAMMAR TESTS

These tests (see pages 21-22) are generally discrete point English structure tests found in a multiple choice format. Many have been locally developed, then marketed afterwards. Therefore, the reported scores in relation to each individual adult education program may vary considerably.

However, the usefulness of such scores cannot be overlooked. Many of these tests can easily serve as diagnostic tools in that errors on specific grammatical structure items can be analyzed on an individual basis and appropriate instructional approaches selected as a result.

As again mentioned earlier, the student taking this type of test must have a minimal English language proficiency to allow the reported scores to reflect the student's true ability. Many of these tests have different levels appropriate for specifically designated English language proficiencies (beginning, intermediate, or advanced).

Presently, the debate continues over the value of these types of tests (discrete point vs. integrative). Nevertheless, the scores on ESL Written Grammar Tests can be valuable when applied to the overall program. That is, when correlated with levels of instruction.

5.0 ESL MULTIPURPOSE TESTS

These tests generally function as "mini" batteries of tests, examining more than one skill area. Listening, speaking and writing components are generally included. However, careful consideration of the usefulness and appropriateness of each of the components must be given when selecting such tests.

Often times, they are designed for a specified level of student (intermediate minimally) or their individual components have questionable validity. On the other hand, these ESL Multipurpose Tests may be the choice to produce more comprehensive, efficient ESL skill area scores.

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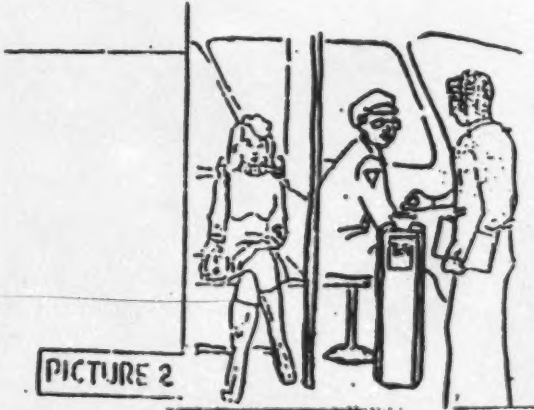
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1.0 ESL ORAL PLACEMENT TESTS

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
A. ILYIN ORAL INTERVIEW by Donna Ilyin Newbury House Publishers 68 Middle Road Rowley, MA 01069	PURPOSE: To assess oral English proficiency - student is rated on ability to give accurate information as well as use correct verb, sentence structure. CONTENT: 50 items from simple to more difficult. PROCEDURE: Student is asked to respond to oral questions about stimulus pictures. TARGET: Any level ESL student.	HOW: Individual interview. MATERIALS: 1. Large flip pictures. 2. Score sheet. 3. Manual. TIME: 5-30 minutes SCORING: During interview. Score gives level of placement.	In response to picture, student is asked: # 5 "What does Bill usually do every night from 9:30 to 10:00?" "Sam's a mechanic? What are you?" # 46 "If it were Sunday at this time, what would Bill have been doing?"
B. THE JOHN TEST by Linda Kunz LINC Publications 2112 Broadway - Suite 515 New York, NY 10023	PURPOSE: To assess oral English proficiency - student is rated on accuracy of information, syntactic structure, fluency, pronunciation. CONTENT: Two versions: The short form asks about 7 pictures. (This is no longer recommended since it has been found to be unreliable.) The longer form has 3 parts: 1) Comprehension question; 2) Connected discourse; 3) Asking questions. PROCEDURE: Student is asked to respond to questions about the accompanying pictures, then retell the complete story, and finally make questions out of statements. TARGET: All but very lowest ESL student.	HOW: Individual interview. MATERIALS: 1. Picture cards. 2. Score sheet. 3. Instruction sheet. TIME: 5 - 15 minutes SCORING: During interview. Score can be converted to placement level.	How does John go to school? Is there an old man on the bus? What's the bus driver doing?  PICTURE 2

1.0 ESL ORAL PLACEMENT TESTS --CONTINUED

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
C. ENGLISH AS A SECOND LANGUAGE ORAL ASSESSMENT (ESLOA) by Literacy Volunteers of America, Inc. Sixth Floor Midtown Plaza 700 East Water Street Syracuse, New York 13210	PURPOSE: To measure oral production and aural comprehension. CONTENT: 4 Levels; I. No oral response necessary. Students point to correct picture to answer questions. II. Assesses survival vocabulary. III. Assesses ability to answer information questions. IV. Ability to use English forms accurately. PROCEDURE: Teacher shows students pictures and asks for correlating information about each picture in level 1 to 3. Level 4 has no pictures, students are asked to transform questions, tenses, etc. TARGET LEVEL: Any level of ESL student.	HOW: Individual interview. MATERIALS: 1. Flip chartbook (includes instructions). 2. Score sheet. TIME: 3 to 15 minutes. SCORING: During interview. Score range for level of placement.	"Tell me about this picture. What is this woman doing?" 
D. ORAL PLACEMENT TEST FOR ADULTS by Southwest Cooperative Educational Laboratory, Inc. 1414 San Mateo Boulevard, S.E. Albuquerque, New Mexico 87108	PURPOSE: To measure oral production and aural comprehension. CONTENT: 46 items; 4 parts: I. Social conversation II. Repetition III. More involved conversation IV. Structural changes PROCEDURE: Teacher asks student questions and evaluates responses as directed in test manual. Test is concluded after any part in which the student cannot generate the prescribed number of acceptable answers. TARGET LEVELS: Beginning and intermediate students	HOW: Individual interview MATERIALS: 1. Test manual. 2. Score sheet. TIME: 3 - 15 minutes SCORING: During interview. Score range by section for each level of placement.	Part I: Where do you live? Where did you live before that? Part II: Repeat: I know some people who chew gum. Part III: Will you please tell me about the area that you came from? Part IV: Change sentences from present to past/future questions, etc.

1.0 ESL ORAL PLACEMENT TESTS--CONTINUED

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
E. THE PEACE CORPS LANGUAGE PROFICIENCY INTERVIEW Sources: Wilds, Claudia P. "The Oral Interview Test." In Jones and Spolsky (eds.), <u>Testing Language Proficiency</u>. Center for Applied Linguistics, 1976. "Description of the Peace Corps Language Proficiency Interview." (Both available through the Illinois Statewide ESL/AE Service Center.)	PURPOSE: Developed by the Foreign Service Institute to evaluate language proficiency of Peace Corps members in training. Criteria could be adapted by ESL teachers to develop their own oral interview. CONTENT: Rates speakers on pronunciation, accent, grammar, vocabulary, fluency, and listening comprehension. PROCEDURE: Interview is tape recorded and then rated on a scale from 1 to 5. Score of 1 = speaker able to do simple tasks such as ordering meals, etc. 5 = language proficiency equivalent to a native speaker. TARGET: Beginning to advanced.	HOW: Individual interview. MATERIALS: Tape recorder. Instructions & criteria. TIME: 5 to 15 minutes SCORING: Rate during playback. Score gives relative fluency, can be keyed to levels.	Open Interview.

2.0 ESL READING AND LITERACY TESTS

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
A. BOTEL READING INVENTORY by Morton Botel, Ed. D. Follett Publishing Co. 1010 W. Washington Chicago, IL 60607	PURPOSE: To diagnosis reading skills. CONTENT: I. Decoding Test: measure awareness of letter sounds, rhyming, and spelling patterns. II. Spelling Test: ability of spell high frequency words. III. Word Recognition oral reading fluency. IV. Word Opposites: Vocabulary Comprehension Skills. PROCEDURE: Varied, but simple to follow with each test. Scoring reported in grade levels. TARGET: Elementary to senior high reading level. High beginning to advanced adult ESL students.	HOW: Paper and pencil. Groups or individuals except - Word recognition individual assessment. Word Opposites - groups. MATERIALS: 1. Student test copies. 2. Word recognition score sheet. 3. Class summary sheets. 4. Manual TIME: 5-10 minutes each test SCORING: Evaluated answers during Word Recognition Test. Other: Answer Key. Grade level equivalency. (Can be correlated to ESL levels).	(From Word Opposites Test) DIRECTIONS: Choose the word that is the opposite of the word on the left: 1st grade: white: yellow black back 4th grade: absent: able clever accident present 6th grade: include: omit shelter angle scatter Senior high: obsolete: absolute curiosity current obvious
B. AN ENGLISH READING TEST FOR STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE by Harold King and Russel Campbell English Language Services 14350 N.W. Science Park Dr. Portland, Oregon 97229	PURPOSE: To measure reading skill over a wide range of ability. CONTENT: 50 multiple choice items; 18 vocabulary; 32 reading comprehension. PROCEDURE: Vocabulary items: student selects correct word to complete sentence. Reading comprehension: student reads short passages, selects correct word to answer questions about passage. TARGET GROUP: Intermediate to advanced.	HOW: Paper and pencil. Groups or individuals MATERIALS: 1. Student test copy. 2. Fast scoring key. TIME: 30 minutes limit SCORING: Use key. Scores reported in percentages corresponding to 8 levels.	DIRECTIONS: Choose the word that best completes each sentence. You often see rubber tires on a. men' shoes b. automobiles c. garments d. telephone poles The abundance of vegetation in the tropical zone is due chiefly to a. drought b. moisture c. lighting d. humor

2.0 ESL READING AND LITERACY TESTS--CONTINUED

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
C. SLOSSON ORAL READING TEST (SORT) by Richard Slosson 716-652-0930 Slosson Ed'l Publishing P.O. Box 280-A East Aurora, NY 14052	PURPOSE: To measure oral reading fluency. CONTENT: Nine word lists spanning first grade to high school. (20 words each list). PROCEDURE: Student reads orally from a list of words. He continues until he mispronounces or is unable to read almost all 20 words. Raw score is the total number of words he can read. This is converted into a grade level score. TARGET: Beginning to advanced. CAUTION: Oral reading is not necessarily comprehension	HOW: Individual assessment. MATERIALS: 1. Test copy for teacher and student. 2. Raw score conversion table. TIME: 5-15 minutes SCORING: During test T marks on his/her copy. Grade level equivalency.	DIRECTIONS: Student reads aloud. 1st grade: see look mother 4th grade: safe against smash reward 6th grade: installed importance medicine high school: traverse affable pandemonium
D. ADULT BASIC READING INVENTORY (ABRI) by Richard Burnett, Ed. D. Scholastic Testing Service 480 Meyer Road Bensenville, Illinois 60106	PURPOSE: To identify adults' reading abilities from an absolute illiterate to fifth grade reading level. CONTENT: Five parts: I. Sight words (with pictures). II. Sound and letter discrimination III. Word meaning (listening) IV. Word meaning (reading) V. Context reading PROCEDURE: Teacher gives instructions for each section of test. Students complete Parts I, III, and V independently. In Parts II and IV, teacher reads the items orally, student selects correct corresponding answer. TARGET: Beginning and intermediate students.	HOW: Individually or in groups. Paper and pencil and aural cues. MATERIALS: 1. Student test copies. 2. Manual. 3. Scoring key. TIME: Less than 60 minutes SCORING: Use answer key to score student test. Scores can be correlated to ESL levels (reading).	(III) Word meanings) DIRECTIONS: Draw a line under the word that means the same or nearly the same as the first word. dog: pet sky go (Level 2) carpenter: cast worker fellow (Level 3) pounce: steep prince jump (Level 4) disturb: bother destroy gay (Level 5)

2.0 ESL READING AND LITERACY TESTS--CONTINUED

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
E. ADULT INFORMAL READING TEST (AIRT) by Robert E. Leibert, Ed. D. University of Missouri- Kansas City Division of Reading Education Education Building 52nd and Holmes Kansas City, Missouri 64110	PURPOSE: To diagnose oral reading ability and reading comprehension. CONTENT: Part I - word lists from graded readers; Part II - reading passages and comprehension questions. PROCEDURE: Part I: students reads word list orally to teacher who scores for prescribed performance criteria. Part II: Student read short passage orally and answers 5 comprehension questions about it. (Note: Better to use <u>silent</u> reading and then either aural or read questions. TARGET: Beginning to advanced. Reading levels 1-10.	HOW: Individual assessment. MATERIALS: 1. Word lists. 2. Story passages for student. 3. Stop watch or clock. 4. Word lists and passages for teachers. 5. Manual. TIME: Varied SCORING: During test Teacher marks word list and passages.	Sample reading passage: (2nd Reader Level) Driving in the city is dangerous. One must look for the street signs in the city. Street signs help people to drive the car carefully. The signal light is a good street sign. etc. Oral Questions: What should a driver be alert for in the city? What is the purpose of these signs?

2.0 ESL READING AND LITERACY TESTS--CONTINUED

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
F CLOZE TESTING: HOW TO CONSTRUCT A CLOZE TEST Sources: John T. Haskell. "Putting Cloze Into the Classroom." <u>English Record</u>. Spring, 1975. Wilson L. Taylor. "Cloze Procedure New Look for Measuring Readability." <u>Journalism Quarterly</u>, XXX, (1953), 415-33. "Cloze Testing for Your Classroom" and "Using The Cloze Procedure to Teach Reading" by Ted Plaister - Handouts Available on Request from the Illinois ESL/AE Service Center	PURPOSE: Although originally designed to test readability of passages, many ESL teachers have found that it is an efficient method of testing reading ability, also. PROCEDURE: Basic Cloze. 1. Select about 250 words from the materials to be evaluated. 2. Delete mechanically every fifth word, skipping proper nouns, and numbers should more than three occur. 3. Delete fifty words. 4. Replace the deleted words with numbered blanks. 5. Score the passage by accepting appropriate synonyms. Also 1 word per space. 6. Evaluate scores. 7. A context should be established prior to administration, i.e., this story is about so-and-so. 8. Include introductory and concluding sentences to complete the context. TARGET: Beginning to Advanced. PROCEDURE: * Cloze for diagnosis/placement. Delete words of structural importance, such as prepositions, verbs, modals, etc. Could use sentences or shorten passages. PROCEDURE: Modified Cloze Provide list of possible words (more than needed), or design with multiple choice answers using common student errors as choices. (See ELSA exam, 4.B., p. 21)	HOW: Individual or Group. MATERIALS: Paper and pencil. TIME: 30 minutes SCORING: Percent correct. Compare to previous or later score, or to reading levels. Note: 0-44% means material is too hard, 44-53% instructional level, 53% + means OK for independent reading.	Basic Cloze: Instructions: Read the story. Try to find <u>one</u> word for each blank space. Your word should be correct by grammar and by meaning. Any word that fits is correct. Correct spelling is not necessary. The Nott's New Baby Harry and Susan Nott live _____ San Pedro, California. They moved _____ last year San Diego. _____ like San Pedro very _____. (etc.) (From ESL Placement Test #2, Long Beach Community College). Cloze for Diagnosis/Placement: 1. Where did they _____? 2. Don't _____ him. 3. This is a _____. 4. They are more _____ than we are. (Thumbnail Diagnostic Test, V.F. Allen) Modified Cloze: Please write the correct word to complete the sentence. You may use the following words. A. is, B. has, C. does, D. did. 1. She _____ eating breakfast. 2. What _____ that word mean. (Harper College, Palatine, Ill.)

2.0 ESL READING AND LITERACY TESTS--CONTINUED

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
G. TESTING FOR LITERACY by Donna McGee and Cheryl Jibodh Vancouver Community College Vancouver, B.C. Handout available on request from the ESL Service Center.	PURPOSE: To determine literacy needs and skills. CONTENT: The content depends on what is around at the regular school testing/registration site. It should include form language, simple phonics, and survival signs. PROCEDURE: During registration (and at other times later on) 1. Ask student to fill out most basic application or registration form. 2. Ask student to read words in passport or on sign. Then isolate words that are in phrases to see if they are really reading. 3. Write "an" on the back of the registration form. Student repeats after you. Then add "m", "t", "p", etc. and have student read the words. ("man", etc). 4. Give students a book upside down. Do they turn it up? Ask them to turn to a certain page. Watch their actions. TARGET: Students with no or little education in their own language.	HOW: Individually. Oral and non-verbal instructions. Student reads and writes. MATERIALS: Procedures described (summary at left). Regular or adapted program registration form. SCORING: Observe and note problems, and abilities with the tasks. Note on registration form or other record. No formal "marks" are assigned.	(For the Teacher) 2. Point to common word on their passport, the registration form, or the school calendar to check for sight recognition. 4. Do they hold the book right side up? Do they know the numbers.

2.0 ESL READING AND LITERACY TESTS--CONTINUED

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
H. TEACHER-MADE STORIES FOR ESL LITERACY SCREENING by (To be Prepared for <u>your</u> own students)	PURPOSE: To determine basic literacy (reading and copying) skills. Ongoing. Test of mastery/achievement. CONTENT: Short stories about the students can test eye-hand coordination, letter strokes, and reading for sense. PROCEDURES: 1. Develop language experience stories about your students. (5-7 sentences, with a title). 2. Write the stories than rewrite but as numbered cloze sentences. (Also see page .4 in this Manuals.) 3. Ask students to complete the numbered sentences for the story. They may look. NOTE: Do not test for grammar skills, just for literacy. TARGET: Students in ESL literacy classes, or students entering the program. Non-literate or pre-literate learners.	HOW: Group. Paper and pencil. After developing, teaching, and practicing the stories. MATERIALS: Worksheet/story sheet (specially prepared). SCORING: Individual progress records are kept. Teacher marks correct answers on blackboard. Then collects papers.	Ying And Her Sister Ying lives in Elgin. Her sister lives in Hanover Park. Ying wants to visit her sister. Ying does not have a car. What can she do? 1. ____ing lives in ____lgin. 2. Her ____lster lives in Hanover ____ark 3. Ying wants to ____her sister. (from Mary Kearney, ESL Literacy Instructor, Elgin YWCA)

3.0 ESL WRITING TESTS

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
A. TEST OF ABILITY TO SUBORDINATE by David M. Davidson Language Innovations, Inc. 2112 Broadway Room 515 New York, NY 10023	PURPOSE: To measure students' ability to manipulate grammatical structures in writing. Diagnosis or placement. CONTENT: 45 items, each consisting of 2 or 3 simple sentences to be combined or subordinated into a final statement. Nine structures of subordination are tested: adverbs, prepositional phrases, relative clauses etc. Can be used as placement and/or diagnostic tool. PROCEDURE: Students read 2 or 3 simple sentences in test booklet. Following this is a partial sentence which they must complete by filling in one or more words which subordinate the total information. TARGET: Intermediate to advanced students.	HOW: Paper and pencil, group or individually. TIME: 35 minutes MATERIALS: 1. Manual. 2. Student test booklet. 3. Student answer sheet. SCORING: Manual includes acceptable answers. Items keyed to grammatical structures.	DIRECTIONS: In each question you will be given two or three sentences. Combine them into one sentence by filling in the missing words in the sentence frame following. 1. a. They left the car. b. The car was parked outside. They left the car _____. 2. a. The students came into the arena. b. The students were running. c. The arena was crowded. The students came _____ arena.

3.0 ESL WRITING TESTS — CONTINUED

TEST NAME	DESCRIPTION	ADMINISTRATION	COMPOSITION EVALUATION
B. EVALUATION OF STUDENT WRITING Sources: Mullen, K. "Evaluating Writing Proficiency." In Oller and Perkins (eds.), <u>Research in Language Testing</u>. Newbury House, 1980. (Also available through the Illinois Statewide ESL/AE Service Center)	<u>PURPOSE:</u> To assess overall composition skills. <u>CONTENT:</u> Composition Evaluation chart on which to rate student writing ability from poor to excellent. Four areas evaluated: sentence structure, organization, quantity and vocabulary. <u>PROCEDURE:</u> Assign a written composition to students. Evaluate it using the chart. <u>TARGET:</u> High beginning and advanced.	<u>HOW:</u> Paper and pencil. Visual stimulus if desired. Group or individually. <u>TIME:</u> 25 minutes <u>SCORING:</u> Use scale with criteria. Relative fluency. Note: If more than one teacher/rater, compare scores on the same compositions to check and develop consistency.	See Page 20-A

3.0 ESL WRITING TESTS -- CONTINUED

COMPOSITION EVALUATION					
Name _____	Date _____				
Evaluator _____					
	1	2	3	4	5
	Poor	Fair	Good	Above Average	Excellent
Control over English Structure					
Compositional Organization					
Quantity of Writing					
Appropriateness of Vocabulary					
Overall Writing Proficiency					

GUIDELINES FOR EVALUATION OF COMPOSITIONS

CONTROL OVER ENGLISH STRUCTURE

- 5 Excellent: Few, if any, noticeable errors of grammar or word order. Frequent use of complex sentences.
- 4 Very good: Occasional grammatical and/or word-order errors. Some use of complex sentences.
- 3 Good: Frequent grammar and word-order errors. General use of simple sentences.
- 2 Fair: Many errors in grammar make comprehension difficult. Use of short basic sentences.
- 1 Poor: Severe errors in grammar and word order. No apparent knowledge of English.

COMPOSITIONAL ORGANIZATION

- 5 Excellent: Well-developed introduction which engages concern of the reader. Use of internal divisions and transitions. Substantial paragraphs to develop ideas. Conclusion suggests larger significance of central idea.
- 4 Very good: Obvious inclusion of an introduction, though not smoothly developed. Division of central idea into smaller parts, though paragraphs are less on detail. Conclusion restates the central idea.
- 3 Good: Intent to develop central idea is evidenced, but only a few points are mentioned. The introduction or conclusion is very simply stated or may be missing. Occasional wandering from topic.
- 2 Fair: Limited organization. Thoughts are written down as they come to mind. No introduction or conclusion.
- 1 Poor: No organization. No focus. No development. No major consideration of topic.

GUIDELINES FOR EVALUATION OF COMPOSITIONS

QUANTITY OF WRITING

- 5 Excellent: Writing is an easy task. Quantity seems to be no problem.
- 4 Very good: Reasonable quantity for the time. Writing flows without much hesitation.
- 3 Good: Enough writing to develop the topic somewhat. Evidence of having stopped writing at times.
- 2 Fair: Much time spent struggling with the task of putting down thoughts on paper.
- 1 Poor: Very little writing during the hour long assignment.

APPROPRIATENESS OF VOCABULARY

- 5 Excellent: Precise and accurate word choice. Obvious knowledge of idioms. Awareness of word connotations. No translation from native language apparent. May have attempted a metaphorical use of words.
- 4 Very good: Occasional misuse of idioms, but little difficulty in choosing appropriate forms of words. Uses synonyms to avoid repetition. Some vocabulary problems may be due to translations.
- 3 Good: Use of the most frequently occurring words in English. Does not use synonyms to avoid repetition. Some inappropriate word choices. Use of circumlocutions or rephrasing when the right word is not available.
- 2 Fair: Depends upon a very small vocabulary to convey thoughts. Repetition of words is frequent. Appears to be translating. Great difficulty in choosing appropriate word forms.
- 1 Poor: Vocabulary is extremely limited.

4.0 ESL WRITTEN GRAMMAR TESTS

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
STRUCTURE TESTS - ENGLISH LANGUAGE (STEL) by Jeanette Best and Donna Ilyin Newbury House Publishers. 68 Middle Road Rowley, MA 01969	PURPOSE: To test knowledge of English language sentence structure. Can be correlated with Ilyin Interview for placement or achievement of students. CONTENT: Six forms of test, two each for beginning, intermediate and advanced levels. Each test has 50 items. PROCEDURE: Each item contains 1 correct, 2 incorrect sentence forms. Student chooses the one with the correct grammatical structure. TARGET: Beginning to advanced.	HOW: Paper and pencil; Groups or individuals. MATERIALS: 1. Student test forms. 2. Answer sheets. 3. Answer key and placement information. TIME: 30 minutes SCORING: Fast answer key. Convert raw score to level. Note: Placement information must be adapted to local program levels.	DIRECTIONS: Choose the correct sentence Beginner's a. She has much money. b. She has lots of money. c. She has many of money. Intermediate a. I am three years older than Kate. b. I am older than Kate three years. c. I am old than Kate three years.
ENGLISH LANGUAGE SKILLS ASSESSMENT IN A READING CONTEXT (ELSA) by Ilyin, Lee, Levy, and Doherty Newbury House 68 Middle Road Rowley, MA 01969	PURPOSE: To evaluate student's understanding of meaning in context and grammatical ability. For placement or achievement. CONTENT: Five forms of tests spanning beginning to advanced. Multiple cloze format in either a conversation or narrative story. 25 items each form. PROCEDURE: Student selects one of four suggested answers to complete each sentence of the story. TARGET: Beginning to advanced.	HOW: Paper and pencil; Groups or individuals. MATERIALS: 1. Answer Sheets 2. Test For (with instructions). 3. Key (with conversion table) SCORING: Answer key. Convert raw score to course placement level (50 to 100 to 800). Note: Conversion table must be adapted to local program levels.	DIRECTIONS: Choose the best word to complete the story. Beginning: They are living on Post Street now. 1. a. They b. He c. They're d. She moved there last month. Their apartment 2. a. is very big b. was c. are d. it's and sunny.

4.0 ESL WRITTEN GRAMMAR TESTS CONT.

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
C. ESL PLACEMENT TEST 100-200-300 by Donna Ilyin D. ESL PLACEMENT TEST 400-500-600 by Donna Ilyin, Jeannette Best, and Virginia Biagi Handouts available on request from the Illinois Statewide ESL/AE Service Center 500 South Dryer Avenue Arlington Heights, IL 60005	PURPOSE: To test knowledge of English sentence structure; can be used as placement or achievement test. CONTENT: 50 multiple choice items. Raw scores can be translated into placement levels from 100 to 600. Several forms available at each level. PROCEDURE: Student selects the correct sentence in each group of three. TARGET: Beginning to advanced.	HOW: Paper and pencil; Groups or individuals. MATERIALS: 1. Students test forms, 2. Answer sheets. 3. Answer key, 4. Information sheet (with procedures and scoring). TIME: 30 minutes SCORING: Answer key, Convert raw score to level. Note: Score conversion must be adapted to local program levels.	DIRECTIONS: Select the correct sentence. 1. a. She <u>goes</u> to school. b. She <u>go-to</u> school. c. She <u>going</u> to school. 2. What is that? a. She's a book. b. <u>It's</u> a book. c. <u>You're</u> a book.

5.0 ESL MULTIPURPOSE TESTS

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS										
A. LANGUAGE ASSESSMENT SCALES by Ed de Avila Linguametrics Group P.O. Box 454 Corte Madera, CA 94925	PURPOSE: To measure oral and aural abilities and writing skills. CONTENT: 90 items: Part I-Minimal pairs II, Lexical III, Phonemes IV, Aural Comprehension V, Oral Production VI, Written Production PROCEDURE: Teacher uses accompanying cassette tapes and pictures to assess the areas described above. Student does no writing at all except in Part VI. All other responses are given orally. TARGET: Beginning to advanced.	HOW: Individually. MATERIALS: 1. Manual, 2. Student score sheets. 3. Cassette tape and recorder. 4. Pictures, TIME: 15-20 minutes SCORING: Scoring during the test. Reported in levels and 1-100 scale. <table><tr><td>92-100</td><td>level 5</td></tr><tr><td>82-91</td><td>level 4</td></tr><tr><td>72-81</td><td>level 3</td></tr><tr><td>62-71</td><td>level 2</td></tr><tr><td>0-61</td><td>level 1</td></tr></table>	92-100	level 5	82-91	level 4	72-81	level 3	62-71	level 2	0-61	level 1	DIRECTIONS: Part IV: Listen to the tape then point to the picture that shows what you heard. 1. The forks are held by both children. 
92-100	level 5												
82-91	level 4												
72-81	level 3												
62-71	level 2												
0-61	level 1												
B. COMPREHENSIVE ENGLISH LANGUAGE TESTS (CELT) by David Harris and Leslie Palmer McGraw-Hill Book Co. 339 West 42nd Street New York, NY 10036	PURPOSE: To measure the English language ability of non-native speakers. CONTENT: Three multiple choice tests: Listening, Structure, Vocabulary, 50 to 75 items each. PROCEDURE:The Listening Test: student hears questions and chooses correct answer to question. Vocabulary Test: student completes sentences with correct word or matches definitions to words. Structure Test: student completes a cloze dialogue.	HOW: Paper and pencil. Group or individually. MATERIALS: 1. Test form (for each subtest). 2. Test instruction. 3. Answer sheet. 4. Answer key. 5. Record for Listening Test. TIME: 30-45 minutes each test SCORING: Fast answer key. Scores for each section are converted and reported in percentages 1-100.	DIRECTIONS: Choose the correct answer. Listening Test: Student will hear: "When are you going to New York?" Student will read. a. To visit my brother. b. By plane. c. Next Friday. d. Yes, I am. Structure Test: "Have you finished the report for Mr. Jones?" "Yes, I _____ this morning." a. it to him gave b. gave it to him c. to him gave it d. gave to him it										

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5.0 ESL MULTIPURPOSE TESTS-CONTINUED

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
C. MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY by John Upshur, et. al. English Language Institute 2001 N. University Building University of Michigan An Arbor, Michigan 48109	PURPOSE: To estimate whether an ESL student is able to pursue study in an English language university and how much study he might be able to undertake at his present level of proficiency. CONTENT: 100 multiple choice items: Part I-Grammar, Part II-Vocabulary, Part III-Reading Comprehension. PROCEDURE: Student selects answer that best completes each sentence in Parts I and II. Part III: student answers five questions following each reading passage. TARGET GROUP: Intermediate to advanced.	HOW: Paper and pencil. In group or individually. MATERIALS: 1. Test book. 2. Answer sheet. 3. Key. 4. Manual TIME: 75 minutes limit SCORING: Use answer key. Convert raw to equated scores. Compare to proficiency recommendations (e.g. for college course load in various fields.)	Grammar: "Are you going to leave now?" "Unless you would prefer me _____ here." a) to stay. b) will stay c) that I stay d) stay Vocabulary: He _____ to sail this week. Jenny's dress didn't fit after she washed it because it _____. a) shrank b) slumped c) slunk d) stalled
D. ORIENTATION IN AMERICAN ENGLISH PLACEMENT TEST by Marjorie Frank Institute of Modern Languages 2622 Pittman Drive Silver Springs, Maryland 20910	PURPOSE: To evaluate English language proficiency so as to place students in one of the six levels of the Orientation in American English Series. CONTENT: Three parts: Aural/Oral, Writing, and Reading. PROCEDURE: The Aural/Oral test consists of open-ended questions and commands. The writing component asks the students questions to which they must respond in writing. The Reading Test consist of reading selections followed by four comprehension questions. TARGET: Beginning to advanced.	HOW: Aural/Oral - individual Reading/Writing - Group or individual. Paper and pencil. (Aural/Oral test is given individually but may be given concurrently while the Writing and Reading tests are being taken by the group. MATERIALS: 1. Test book. 2. Manual 3. Rating sheet. TIME: Aural/Oral - 10 minutes SCORING: During Aural/Oral Answer key for other sections.	Aural/Oral: Whose book is this? Miguel, who is the tallest in your family. Written: Look at this picture: What's Mr. Rivera doing?

5.0 ESL MULTIPURPOSE TESTS CONTINUED

TEST NAME	DESCRIPTION	ADMINISTRATION	SAMPLE QUESTIONS
E. NEW HORIZONS IN ENGLISH Book 1 & 2, Book 3 & 4 Book 5 & 6 Addison-Wesley Publishing Company 1843 Hicks Road Rolling Meadows, Illinois 60008	PURPOSE: To measure ESL learning progress based on the content of the New Horizons series. For student and teacher information. CONTENT: Each test has two parts: Oral/Aural and Written. Two test forms for each level: Test A to be given after the first half of the book is taught and Test B to be given after book is completed. Twenty items each test. PROCEDURE: Part I - Teacher reads sentence. Student choose the corresponding picture. Part II - Teacher reads a question. Student selects the sentence that correctly answers it. Part III - T. dictates 10 sentences for students to write. TARGET: Beginning to advanced.	HOW: Paper and pencil. Group. MATERIALS: 1. Manual. 2. Student test copies. 3. Answer sheet. 4. Answer key. TIME: Oral - about 30 minutes Written - 50 minutes SCORING: Use score key. Partial scores for correct information but incorrect English on same sections.	2A - Written: Bob is going to _____ a bath because he is hot and dirty. a. make b. do c. take d. clean What does Charles do before breakfast? 